

(September to December, 1923.  
(January to March, 1924, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET).

#### FORM III.

PUPILS' NAMES.....

##### Bible Lessons.

In all cases the Bible text (as given in book used) must be  
read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and The  
Rev. H. Costley-White (Murray, 3/6), Vol. V.,  
pp. 69-124 (586-538 B.C.). Selected passages from  
*Daniel*, 1-9; *Jeremiah*, 29; *Ezekiel*, 18, 28, 37;  
*Isaiah*, 40, 52, 53. (a) S.P.C.K. *Bible Atlas*\* (1/-).  
(b) *Historical Geography of the Holy Land*, by  
S. R. Macphail (Clark, 1/-), pp. 123-152. (c) *Helps  
to the Study of the Bible* (Oxford Press, 3/-). (d) *The  
Saviour of the World*, Vol. I. (P.N.E.U. Office, 3/-),  
pp. 1-52.  
(e) *St. John's Gospel*\* (S.P.C.K. Commentary, 9d.),  
chapters 15-21. (f) (optional) *The Prayer Book in the  
Church*, by The Rev. W. H. Campbell (Longmans, 3/-),  
pp. 58-73, with lessons on Advent and Christmas.

##### For Sunday Reading (optional):

(a) *The Land of the Incarnation*, by G. Hollis (Wells,  
Gardner, Darton, 5/-); pp. 193-288. *The Spanish  
Brothers* (The Inquisition), (Nelson, 3/6). *An English  
Church History for Children*,\* Vol. II., by M. Shipley  
(Methuen, 4/6), pp. 162-226. *Fight the Good Fight*,  
by W. E. Frost (S.P.C.K., 6/-), pp. 81-130. Read from  
Spenser's *Fairie Queene*, Book I. (Milford, 1/6).

† The 97th term of work set since the Parents' Union School began.

*Sunday Occupations*: A Book of Centuries (see preface to *The British Museum*). Choose and inscribe texts and mottoes (in beautiful lettering, see "Bridges"). For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

#### Writing.

Choose and transcribe passages (in beautiful writing, see "Bridges") from *A Midsummer Night's Dream*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U Office, 5d. a card); work from card 6.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

#### Composition. (Oral or written narration each day.)

(See Meiklejohn, 176-183.)

Write an essay on some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject taken from the Programme, etc. Narrative poems that must scan on events that have struck you, using the metre of poems set in term's work. Doggerel must not be written. Write account of excursion of interest made in the summer holidays. Write for the P.U.S. Magazine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office).

#### English Grammar.

Parse and analyse from a book of poetry and of prose read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 1-22.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*\*, by H. E. Marshall (Jack, 10/6), pp. 247-355. Shakespeare's *A Midsummer Night's Dream*\* (Blackie, Plain-text, 6d.). Kingsley's *Westward Ho!*\* (Collins, 2/-). *An Anthology of English Lyrics* (Methuen, 3/6). *Don Quixote*\* (Ginn, 3/6).

#### English History.

Arnold Forster's *A History of England*\* (Cassell, 8/6), pages 326-396 (1553-1603). Make a chart of the 16th Century (1500-1600), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events.

#### General History.

*The Story of Mankind*, by H. Van Loon (Harrap 12/6), pp. 105-118; 138-167, or, *A First History of France*\*, by L. Creighton (Longmans, 5/-), pp. 158-189.

*The British Museum for Children*\*, by Frances Epps (P.N.E.U. Office, 3/6), chapter 3. Teacher study preface. Keep a Book of Centuries\* (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied. *Stories from Indian History*\* (C.L.S.I.), Vol. I., 2/-, pp. 189-217 (Akbar). The British Museum Postcards (Oxford Press, 1/6 a set), Nos. 7, 17, 29 (optional).

#### Citizenship.

*Ourselves*\*, Book I. (Kegan Paul, 4/6), pp. 73-94. North's *Plutarch's Lives*: *Aristides*, (teacher to read with omissions), (Dent, Vol. IV., 2/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *The Golden Fleece*\*, by L. S. Wood (Oxford Press, 3/6), pp. 90-122.

#### Geography.

The Ambleside Geography Books, Book IV.\* (4/-), pp. 198-248: with new Appendix\* (P.N.E.U. Office, 9d.). Map questions to be answered from map and names put into blank map (from memory) before each lesson. *Fighting for Sea Power in the Days of Sail*\*, by H. W. Household (Macmillan, 2/-), pp. 66-107, or, *The Spanish Armada*\* (Blackie, 1/-). Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 148-186.

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. Scouting (June, 1920), or "Guiding."

Children to make maps of new boundaries from memory. Teacher may use *Aftermath: a Geographical Study of the Peace Terms*, by M. I. Newbiggin (Maemillan, 3/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History and Botany.

*The Study of Plant Life*\*, by H. C. Stopes (Blackie, 6/-), pp. 86-103; 122-140. *Winners in Life's Race*\*, by Mrs. Fisher (Macmillan, 6/-), pp. 1-42.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3), with flower, bird and insect lists, and make daily notes. For out-of-door work choose some special September to December study. *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/-), may be read for seasonal studies. See also "Guiding" tests.

**General Science.**

*Our Wonderful Universe*,\* by A. Giberne (S.P.C.K., 6/6), pp. 118-151. *The Fairyland of Science*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 50-98.

**Arithmetic.**

Pendlebury's *New Shilling Arithmetic*,\* pp. 58-71 (or continue), (Bell, 2/3). Revise work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry.**

*A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 27-33, 34 (Ex. 1-3), 35-41. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

**Algebra.**

*A School Algebra*,\* by H. G. S. Hall, Part I. (Macmillan, 3/6), pp. 49-55, 67-71. (Wednesday, 9-50—10-20.)

**German.**

Siepmann's *Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 4-6 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, *Italian*.

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), Exercises 31-35.

**Latin.**

*Gradatim*\* (Longmans, 2/-), pp. 18-28; make tables of accidence; each lesson to be followed by narration: or, Dr. Smith's *First Latin Course*\* (Murray, 4/-), pp. 67-75, with exercises.

**French.**

*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 1-3 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *La Princesse Feuille-Morte*\* (Blackie, 9d.); parse two pages.

Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

**Drawing.**

Illustrations of scenes from Literature. Objects in the house: teachers may use for method (not for copying) *The Art of Drawing*, Albums 5 or 31 (Philip & Tacey, 1/3). Study, describe (and draw from memory details of) six reproductions\* of pictures by Holbein (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, September, 1923. Paint-box with specially

chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio: see *P.R.*, September, for subjects for December.

**Recitations.**

Learn two suitable passages of about 20 verses each from chapters in *Bible Lessons*. Two carols. Tennyson's *Revenge* (any edition, or Macmillan, 3d.), or two poems from *Book of Verse* set. Psalm 102. A scene from *A Midsummer Night's Dream*.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 8-39. Spenser's *Fairie Queene*,\* Book I., Canto I. (Milford, 1/6).

**Musical Appreciation.**

See Programme of Music (Wagner), *Parents' Review*, September, 1923: *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), and *The Second Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/-), may be used. Wagner's *Heroines*, by C. Maud (Arnold, 5/-).

**Singing.** (See Programme of Music.)

Three French songs, *French Song, with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 41-43 (Curwen & Son, 2/6): 50 Exercises for Pupils, 9d. a set.

**Drill, etc.** (Choose new work.)

For Drill Music, *Music for use in Mrs. Wordsworth's Peasant Classes* (P.N.E.U. Office, 3/6), may be used. *Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (H.M. Stationery Office, 1/6), four tables. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

**Work.**

Do some definite house or garden work. *Useful Cane Work*, by R. M. Jacot (Charles, 3/6), and materials from Charles & Sons, 10, Paternoster Square, London, E.C. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 6/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design

and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under "Guiding." Help the "Save the Children Fund"; for particulars apply to 42 Langham Street, London, W. 1. Make Christmas presents.

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N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

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### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. On what occasions were the following words used?  
 (a), "Prove thy servants, I beseech thee, ten days."  
 (b), "I have dreamed a dream and my spirit was troubled." (c), "Is not this great Babylon that I have built?" Write fully about two of them.
- 2. Describe the Vision of Ezekiel in the Valley (of Bones). What was the vision meant to teach the Jewish nation?
- II. 1. "This is now the third time that Jesus showed Himself to His disciples after that He was risen from the dead." Give a full account of this occasion. What lessons may we learn from St. Peter in this connection?
- 2. By whom were the following words used, and on what occasions? (a), "Peace be unto you." (b), "Whom seek ye?" (c), "Behold, your King." Tell the whole story in two cases.
- 3. Describe shortly (a), the visit of Gabriel to Zacharias, and (b), the Presentation in the Temple.

Writing. (This subject is also considered throughout the examination.)

Write ten lines of poetry from memory.

Dictation. (This subject is also considered throughout the examination.)

*Westward Ho!* chapter II., "Five years . . . every size."

Composition. (This subject is considered in all the answers.)

- 1. Write on one of the following,—"What befell at La Guayra?" "Don Quixote knows of a magic balsam," "The Rehearsal" (*Midsummer Night's Dream*).
- 2. Write some verses, *which must scan*, on one of the following,—"Sancho Panza," "Sir Richard Grenville," "Una," "Prometheus."
- 3. Write a letter (a), as from Japan, about the recent earthquake, or, (b), as from Amyas Leigh to Sir Walter Raleigh.

### English Grammar.

1. Analyse, parsing the words in italics.—

"The golden stars were whirled amid their race,  
And on the earth did laugh with twinkling light,  
When each thing, nestled in his resting-place,  
Forgat day's pain with pleasure of the night."
2. Use in sentences (showing the difference in meaning) the plurals of,— brother, fish, genius, pea, shot.  
In what other ways is the plural of nouns formed?
3. Make a table of the consonant sounds, and say how each is produced.

### Literature.

1. Give a short account of Edmund Spenser. What do you know of *The Faery Queen*?
2. Write about "Shakespeare—the Boy." Give a list of the plays you have read, and mention two characters out of each (*not* including this term's play).
3. What do you know of Sir Francis Bacon?

### English History.

1. Give some account of Queen Elizabeth, and show how she tried to reign as queen of *all* the people of England.
2. What do you know of (a), the Spanish Marriage, (b), the Act of Uniformity, (c), the Oxford Martyrs?
3. Write of "The Great Armada" as told in *Westward Ho!*

### French History.

A 1. What do you know of (a), the abdication of Charles V., (b), Coligny, (c), the Duke of Guise?

2. Give a short account of (a), the Conference of Poissy, and (b), the Battle of Ivry.

3. Describe the reforms of Henry IV. and Sully.

B 1. Give an account of Henry IV. (a), as a little boy, (b), as king.

2. What do you know of Richelieu and La Rochelle?

### General History.

1. What do you know of (a), Mohammed, (b), Charlemagne?
2. Write a short account of Akbar and his friends. Who was reigning in England at the time?
3. Describe some of the relics to be seen in the Anglo-Saxon Room at the British Museum.

### Citizenship.

1. Show why it is good to have (a), the love of Society, (b), the desire of knowledge. What dangers must we be aware of?
2. Tell what you know about Aristides as high treasurer of all the revenues of Athens.
3. Give an account of the conversation between Aristides and Themistocles before and after the battle of Salamis.
4. Describe fully how all weavers worked at home before the factories were built.

### Geography.

1. Give a rough sketch map of the Balkan peninsula, putting in the chief present divisions and boundaries. Describe the physical features and the people of Bulgaria and Albania.
2. What do you know of (a), the Russian climate, (b), the northern forest of Russia, (c), the state of Russia to-day?
3. How is soil made? How is a river formed and what work does it perform?
4. Give a short account of Sir Edward Pellew and his gallant "Nymph," or, of the exploits of Sir Francis Drake upon the Spanish Coast.

### Natural History and Botany.

1. How are plants protected against loss of water? What do you know about the pine-tree family?
2. Describe, with a diagram, the structure of a minnow. What observations have you made yourself about one?
3. Describe, with drawings, three wild fruits and three seed vessels and two mosses you have found.

### General Science.

1. What do you know about the sun, its surface, spots, flames, and its distance from the earth? What is a nebula? Name two.
2. Write a short account of the "aerial ocean in which we live." Describe two experiments showing the weight of it.

### Picture Talk.

Describe Holbein's "Herr Georg Gisze."

### Arithmetic.

1. Add together:  $\frac{3}{8}$  of 1/-,  $\frac{2}{7}$  of a guinea,  $\frac{1}{5}$  of half-a-crown,  $\frac{4}{8}$  of £1.
2. Gunpowder is composed of  $\frac{1}{10}$  sulphur,  $\frac{3}{20}$  charcoal, and  $\frac{3}{4}$  nitre. How many lbs. of each will be required to make 400 lbs. of powder?  
$$1\frac{2}{5} - \frac{\frac{3}{4}}{3\frac{3}{7} - 2\frac{3}{4}}$$
$$3. Simplify: \frac{3}{3 - \frac{3}{3 - \frac{1}{3}}}$$

### Algebra.

1. Simplify:  $2a - (3a + 4b) + 5a - (6b - \{7a + 10b\})$
2. If  $x = -2$ ,  $y = 3$ ,  $4a = -1$ , find the value of  $\frac{x}{a-y} - \frac{y}{a+2x}$
3. Solve the equation:  $\frac{x}{3} + \frac{x}{7} = x - 11$

**Geometry.**

1. If one side of a triangle is produced, then the exterior angle is greater than either of the interior opposite angles.
2. The greatest side of any triangle makes acute angles with each of the other sides.
3. Two straight lines AB, CD bisect one another at O. Show that the straight lines joining AC and BD are parallel.

**German.**

1. Say what you can in German about *das Pferd, der Hund, die Katze*.
2. Translate Ex. 5, p. 171, first 10 sentences (*Siepmann*).
3. Make sentences, using the 1st and 3rd persons of the Present Indicative of *sein, suchen, holen, öffnen, erwarten*.

**Italian.**

1. Translate Ex. 33, p. 85 (*Perini*).
2. Write a short letter in Italian, bringing in the verbs: *stare, rimanere, dare, rispondere, scrivere*.

**Latin.**

1. Translate (a), into English, sentences 6-10 of Ex. 36 B, p. 72, and (b), into Latin, sentences 6-10 of Ex. 37, p. 73 (*Smith*).
2. Give the third person singular and plural of the Indicative Present, Imperfect and Future tenses of the verbs *fugere, vereor, partior, loquor, sapere*.
3. Use in sentences: *supra, extra, ad, cum, sub*, or, 1. Translate into English and then again into Latin, Ex. 31, p. 24, first 10 sentences (*Gradatim*).  
2. Give the 3rd person singular and plural of the Indicative Present of all verbs used Ex. 28, p. 23 (*Gradatim*).

**French.**

1. Relate, in French, an incident from "La Princesse l'Enfille-Morte."
2. Translate into French 10 sentences from Ex. 4, p. 121 (*Siepmann*).
3. Work Ex. 2, p. 120 (*Siepmann*), putting the verbs in the plural (same person) of the tenses asked for (first part of exercise only: *j'ai to malle*).

**Drawing.** (Brush and colour must be used.)

1. An original illustration from *Westward Ho!* with title.
2. A design for the cover of your Nature Note-Book with lettering and flowers and birds.
3. A chair with a table beside it.

**Music.\***

1. Write a few lines on any three of the compositions of Wagner you have enjoyed.
2. Tell the story of one of Wagner's operas.

**Reading.\***

Father to choose a poem and a leading article from a newspaper.

**Music.\***

Examine in work done.

**Singing.\***

Father to choose an English, a French, and a German song, and three exercises.

**Drill.\***

Report progress.

**Work.\***

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, the 15th, *with no other enclosure*. (Please note that the examiners take 7 weeks from the 15th.)

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.